ORAL COMMUNICATION IN CONTEXT

Name of Learner:_____Grade Level: _____
Section:_____Date: _____

LEARNING ACTIVITY SHEET
TYPES OF COMMUNICATIVE STRATEGY

Background Information for Learners

Since engaging in conversation is also bound by implicit rules, Cohen (1990) states that **strategies** must be used to start and maintain a conversation. Knowing and applying grammar appropriately is one of the most basic strategies to maintain a conversation. The following are the **communicative strategies** that people use when communicating.

1. **Nomination-** collaboratively and productively establish a topic.
2. **Restriction-** limitation you may have as a speaker.
3. **Turn-taking-** process by which people decide who takes the conversational floor.
4. **Topic control-** covers how procedural formality or informality affects the development of topic in conversations.
5. **Topic shifting-** involves moving from one topic to another.
6. **Repair-** refers to how speakers address the problems in speaking, listening and comprehending that they may encounter in a conversation.
7. **Termination-** refers to the conversation participants' close-initiating expressions that end a topic in a conversation.

Learning Competency

Engages in a communicative situation using acceptable, polite and meaningful communicative strategies (**EN11/12OC-IIab-21)**

Directions and Instructions

Good day learner! Today is another chapter to journey on a five-stage adventure (1-**L**oad, 2-**E**ngage, 3-**A**dvance, 4-**R**efine, 5-**N**urture) regarding Types of Communicative Strategy. First, I'd like to introduce you Janice.

Janice wants break up with her boyfriend Mikee. She wanted to tell him that while they had good years together, the beatings have to stop. While Mikee is in a business trip, Janice thought it's time to escape her situation. She wants to tell Mikee through e-chat that they need to go in separate ways. How would Janice start a conversation with Mikee regarding this? Let's help her. Do you agree on taking this challenge?

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LEARNING ACTIVITY SHEET

LANGUAGE FORM

Background Information for Learners

Form refers to the shape and structure. It can also mean the organization, placement and relationship between texts. As such**, language form** refers to the so-called surface features of language and how these are arranged.

Points to remember:

A **shift on speech style** (e.g. from formal to informal) can affect the form of the language. A formal style does not allow contractions and ellipsis while informal does. An informal or casual style also allows the use of slang, jargon and vernacular language. Martin Joos (1976), a linguist and German professor, also added that the form of language that the speaker utilized is characterized by the level of formality.

A **shift on speech context** on the hand, also affects the language form. An intrapersonal communication used most of first-person pronoun when people are talking to themselves about their feelings by means of thoughts. The words and phrases tend to be personal since communication will just revolve among themselves. While in interpersonal, which is expressive in nature, can use variety of language to express what is on the mind in a loose and free discussion. In interpersonal, language is affected depends on the context of the conversation.

A shift on speech act can also affect the language form. The forms of language depend on the intention of the speaker and the listener. For an instance an illocutionary-directives can be express in imperative way. Therefore, the subject of the statement is implied.

A shift on communicative strategy likewise affects the language form. Nomination and turn-taking strategies somehow be presented through interrogative while in the process of terminating the conversation ends in a plane statement.

As we shift or change our manner of communication (speech style), the way that people use in communication (speech context), the purpose and intention (speech acts) and our communicative strategies, the language form is most likely affected.

Leaning Competency with Code

Explains that a shift in speech context, speech style, speech act and communicative strategy affects the **language form** (EN11/12OC-IIab-22.1)

ORAL COMMUNICATION IN CONTEXT

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LEARNING ACTIVITY SHEET

Duration of Interaction

Background Information for Learners

Duration refers to the length of time that something lasts.

Interaction is a mutual or reciprocal action.

Duration of interaction is the length of time in a given conversation. This can be affected when sudden change or shifts on speech style, speech act, speech context and communicative strategies will occur. The conversation may become shorter or longer.

Points to remember:

A **shift on speech style** (e.g. consultative to casual) can affect the duration of interaction. A consultative style the listener's response are limited to short words to signify his understanding but when it shifts to casual style, both the speakers and listener ought to transmit information which makes the conversation more interactive. Furthermore, a casual style is closely connected to social interaction which results to a longer time of connection (Pena and Anudin, 2016).

A **shift on speech context** we spend more time engaged in interpersonal communication than the other forms of communication. Communication is enhanced when the relationship exists over a long period of time. Active participants take longer interaction. Working through a problem in the privacy of your own mind is a form of intrapersonal communication. Intrapersonal communication only involves own self. In intrapersonal communication the information is always kept in a person's mind, however, in an interpersonal communication, the information flows from one person to another.

A shift on speech act can also affect the duration of interaction. A person who is reflecting *(intrapersonal)* can control the time. He/she can have as long as s/he wants to except if interrupted by factors like another person who talks and develop conversation (*interpersonal).*

A shift on communicative strategy affects the duration of interaction. As such, a conversation that needs repair will make the interaction longer. On the other hand, a restricted conversation demands shorter time and a terminated conversation stops.

As we shift or change our manner of communication (speech style), the way that people use in communication (speech context), the purpose and intention (speech acts) and our communicative strategies, the duration of interaction is most likely affected.

ORAL COMMUNICATION IN CONTEXT

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LEARNING ACTIVITY SHEET

RELATIONSHIP OF THE SPEAKER

Background Information for Learners

We communicate with different people in different ways. How we communicate with individuals close to us differs from the way we communicate with strangers. That is, how we respond to a communication process depends on the degree of relationship we have with other people.

Notes to remember:

The degree of relationship we have with others in a certain speech environment dictates the level of communication (conversational relationship) and the language (speech style) we use which can be intimate, formal, casual, consultative or frozen.

As we shift from one speech context to another, our level of communication and language (speech style), speech act and communicative strategy also change.

Degree refers to the extent which something happens.

Relationship means the way in which two or more people or groups regard and behave toward each other; the state of being connected.

Shift means a change in position, direction or tendency.

Learning Competency with Code:

Explain that a shift in speech context, speech style, speech act and communicative strategy affects the relationship of speaker. (EN11/12OC-IIab-22. 3)

Directions and Instructions:

Dear, learner, wwelcome to your next learning adventure! With your previous learning activities, you have been armored with knowledge and information that made you a better learner.

ORAL COMMUNICATION IN CONTEXT

Name of Learner_____ Score_____

Grade/Section _____ Date _____

LEARNING ACTIVITY SHEET

ROLE AND RESPONSIBILITIES OF A SPEAKER

Background Information for Learners

Communication is an important tool that allows you to be understood by others. In your everyday life, you communicate with different people and you become one of the actors in various communication processes. In these communication processes, you play an important role - either you become the speaker (sender of information) or the receiver (listener/audience to the information). Being a speaker or a receiver in any communication process entails responsibilities.

Notes to remember:

Role means a function played or assumed by a person or thing in a particular situation.

Responsibility means the state of having a duty to deal with something or of having control over someone.

An individual who participates in any communication process has roles and responsibilities. He or She may be the speaker (sender of information) or a receiver (listener /audience listening to the information).

These roles of being a speaker or a listener may change depending on the speaking situation he/she participates in.

Learning Competency with Code:

Explain that a shift in speech context, speech style, speech act and communicative strategy affects the role and responsibilities of speaker. (EN11/12OC-IIab-22. 4)

ORAL COMMUNICATION IN CONTEXT

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LEARNING ACTIVITY SHEET
Message

Background Information for Learners

Communication is a very important part of our lives as it is the primary way we connect with other people. We do interact with people and communicate with them. From these communication processes and interactions, we get and provide pieces of information or messages.

Notes to remember:

Message is the information that the speaker wants to relay to the receiver.

The message can be delivered verbally or non-verbally. Verbal messages are in the form of words, phrases, sentences or any form of utterances. Non-verbal messages include signs, symbols, touch, eye contact, voice, space, body language and posture, facial expressions and gestures.

The message conveyed by the speaker depends on the speaking situations he/she participates in. The message will be affected when there is a shift to the communicative strategies and their elements--Speech context (Intrapersonal and Interpersonal); Speech Style (Intimate, Casual, Consultative, Formal and Frozen); Speech Act (Locutionary, Illocutionary and Perlocutionary); and Communicative Strategy (Nomination, Restriction, Turn-taking, Topic control, Topic shifting, Repair and Termination)

The message should be clear to avoid communication breakdown.

Learning Competency with Code:

MELC: Explains that a shift in speech context, speech style, speech act and communicative strategy affects the following: Language form, Duration of interaction, Relationship of speaker, Role and Responsibilities of the Speaker, Message, Delivery (Semester 1, Quarter 2)

CG: Explain that a shift in speech context, speech style, speech act and communicative strategy affects the message. (EN11/12OC-IIab-22).

Directions and Instructions:

Dear learner, welcome to your next learning experience! With your previous learning activities, you have gained more knowledge that will greatly help you continue in your learning race.

Now, you are set to take your five-stage adventure (1-**L**oad, 2- **E**ngage, 3-**A**dvance, 4-**R**efine, 5- **N**urture). Take your time and enjoy!

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LEARNING ACTIVITY SHEET

Delivery

Background Information for Learners

Communication is indeed a very important aspect of our everyday life. In communicating with people at home, in the school or in the community, we want to be understood clearly. We want our message or information to be understood by others so we can maintain a smooth and a meaningful flow of the communication process. Hence, **the delivery of message**, how it is done, is also a concern of the speakers in the communication process. Any problem in the delivery of message can cause communication breakdown.

Notes to remember:

Delivery is the means by which a message is delivered.

Message delivery varies in different communication processes.

The delivery of message should be simple and clear.

Learning Competency with Code:

MELC: Explains that a shift in speech context, speech style, speech act and communicative strategy affects the following: Language form, Duration of interaction, Relationship of speaker, Role and responsibilities of the speaker, Message, Delivery (Semester 1, Quarter 2)

CG: Explain that a shift in speech context, speech style, speech act and communicative strategy affects **delivery**. (EN11/12OC-IIab-22. 6)

Directions and Instructions:

Dear learner, welcome to your next learning experience! With your previous learning activities, you have gained more knowledge that will greatly help you continue in your learning race.

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LEARNING ACTIVITY SHEET

PRINCIPLES OF EFFECTIVE SPEECH WRITING FOCUSING ON AUDIENCE PROFILE

Background Information for Learners

Just like events planning, or any other activities, writing an effective speech follows certain steps or processes. The process for writing is not chronological or linear; rather, it is recursive. That means you have the opportunity to repeat a writing procedure indefinitely, or produce multiple drafts first before you can settle on the right one. The first step in writing your speech in the profile of your target audience.

Audience analysis entails looking into the profile of your target audience. This is done so you can tailor-fit your speech content and delivery to your audience. The profile includes the following information.

a. **Demography** (age range, male-female ratio, educational background and affiliations or degree program taken, nationality, economic status, academic or corporate designations)
b. **Situation** (time, venue, occasion, and size)
c. **Psychology** (values, beliefs, attitudes, preferences, cultural and racial ideologies, and needs

Profiling the target audience of your speech will be more effective if you integrate the **purpose** for writing and delivering the speech. The purpose can be classified into three—to *inform*, to *entertain*, or to *persuade*.

a. An *informative speech* provides the audience with a clear understanding of the concept or idea presented by the speaker.
b. An *entertainment speech* provides the audience with amusement.
c. A persuasive *speech* provides the audience with well-argued ideas that can influence their own beliefs and decisions.

Learning Competency

MELC: Uses principles of effective speech writing

CG: Uses principles of effective speech writing focusing on Audience Profile (EN11/12OC-IIcj-25.1)

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LEARNING ACTIVITY SHEET
PRINCIPLES OF SPEECH WRITING: LOGICAL ORGANIZATION

Background Information for Learners

Logical organization refers to the logical arrangement of ideas in a text. Organization can be easily followed through the use of outline. Strong organization constitutes proper paragraphing and logical order of presentation of ideas.

Writing patterns, in general, are structures that will help you organize the ideas related to your topic.

- Biographical presents descriptions of your life or of a person, famous or not.
- Categorical/Topical presents related categories supporting the topic.
- Causal presents cause-effect relationships.
- Chronological presents the idea in time order.
- Comparison/ Contrast presents comparison/ contrast of two or three points.
- Problem-solution presents an identified problem, its causes, and recommended solutions.

An outline is a hierarchical list that shows the relationship of your ideas. A good outline helps you see that all the ideas are in line with your main ideas or message. The elements of an outline include introduction, body, and conclusion.

- Table Format

Purpose	To persuade
Specific Purpose	To persuade the community members to reduce, reuse, and recycle as means of eliminating garbage and protecting the environment.
Topic	Promoting the importance of reducing, reusing, and recycling in eliminating wastes and protecting the environment.
Pattern	Problem-solution
Introduction	Share facts on the current situation of the environment. State the message of the speech (specific topic)
Body	Discuss how improper waste disposal becomes an environmental problem. Explains how reducing, reusing, and recycling would eliminate wastes and protect the environment.
Conclusion	State the specific purpose of your speech again. Call for action.

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LEARNING ACTIVITY SHEET

WORD CHOICE AND GRAMMATICAL CORRECTNESS IN SPEECH WRITING

Background Information for Learners

One of the fundamentals of public speaking is to master the principles of effective speech writing. In order for a public speaker to come up with a suitable speech in various occasions, one must deal with how audience profile, logical organization, duration, word choice and grammatical correctness work synchronically to achieve its purpose.

This session covers the important concepts of Word Choice and Grammatical Correctness as basis for an impressive discourse.

WORD CHOICE: *What do I need to convey?*

Writing is a series of choices. By the time you start working on your speech, you choose your topic, your approach, your sources and your main points. When it's time to write, you have to consider your *diction* or your choice and use of words that will help you express your ideas. You may want to leave a good impression to your speech by 'sounding smart' using big and technical words. Instead, think about what makes sense and sound best to your audience for you to communicate your points clearly and convincingly.

You may want to consider the following in writing your piece to achieve clarity:

1. Limit the use of jargon, technical terms, acronyms and abbreviations. Use only when necessary and don't forget to give its definition or explain in layman's term. Be aware of your reader's knowledge and choose the words and phrases that you are certain they will understand.
2. Be careful when using the thesaurus for synonyms/antonyms. You may pick the wrong choice of word.
3. Avoid using too general term that may confuse your listeners. They might have different interpretation on the point you want to emphasize.
4. Get rid of using words with multiple meanings (homonyms) since you are focusing on an oral craft.
5. Observe repetition and redundancy of terms. Repetition can be a good thing to emphasize your main points but you may opt to substitute the term. Dismiss redundant terms and ideas as well.
6. Be careful when using words that you are unfamiliar with. Even terms with denotative meaning may suggest different meaning when used in wrong context.
7. Select words that are accurate with what you want to mean. Match it to the tone and style of your entire speech.
8. Look for misused words. A single sound/letter missed in a word/phrase may suggest different meaning and confuse your audience.
9. Avoid words with unwanted connotation and meanings. Consider your audience whenever you feel like using expressions that suggest double meaning. The use of informal and formal wordings may depend on the occasion.

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LEARNING ACTIVITY SHEET

PRINCIPLES OF EFFECTIVE SPEECH DELIVERY FOCUSING ON ARTICULATION

Background Information for Learners

Articulation and **Pronunciation** are two interrelated concepts when it comes to oral communication which are sometimes being used interchangeably. However, each carries its own specific meaning and being able to make this distinction will enhance the ways of communication.

Articulation is the term used for all actions of the organs of the vocal tract that effect modifications of the signal generated by the voice source. This modification results in speech events which can be identified as vowels, consonants or other phonological units of a language. In other words, this is how the sound of the letters is being made through our speech organs.

Pronunciation, on the other hand, refers to the ability to use the correct stress, rhythm, and intonation of a word in a spoken language. A word may be spoken in different ways by various individuals or groups, depending on many factors. These factors include the place you grow in, the place you are living in, the kind of ethnic group you live with, or your education. Having speech or voice disorder can also affect your pronunciation. Always remember that knowing how to properly produce sounds and pronounce words will lead you to becoming an articulately good speaker.

To help you better with being articulate, here are the **8 Must-Follow Secrets to Improve Your Speech** by ReadersDigest.com:

1. Listen to Yourself Speak. We know it's terrifying, but nothing will squash those verbal ticks quite like listening to yourself speak. Record yourself in a natural conversation; for example, replay a conference call or have a friend interview you on tape. Listen for technical issues, such as filler words, up talk, monotone, and run-on sentences, as well as any habits that sound awkward or uncomfortable. Identifying the problem is the first step toward tackling it.

2. Monitor Your Speed. It should be near the minute mark, says Carol A. Fleming, author of *It's the Way You Say It*. "Aim for about 155 to 175 words per minute for normal conversation," she writes. If you're reciting background information or summarizing something, pick up the pace. If you're explaining something more technical, slow it down.

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LEARNING ACTIVITY SHEET

MODULATION

Background and Information for Learners

What is voice modulation?

Voice modulation is the skill which helps you to put emotion into the message you want to convey.

In speaking, it helps you to decorate your sentence with the expression, proper emotions perfect use of the pitch, change in volume and timing. When you control or adjust your voice from low to a loud whisper in order to make your tone more appealing and basically make your voice more dramatic when you adjust the pitch up and down you are modulating. Modulation makes your speech interesting to listen to and it is what makes the words and phrases captivating. By modulating your voice, it facilitates the understanding of your speech. Thus, it can be used to enhance emphasis in words, with rising and lowering tones that add subtle meaning to your message.

Why is it important for a public speaker to master the art and skills in voice modulation?

Voice Modulation is an important aspect of an effective communication. Without Voice Modulation, your speech would sound flat. There are basically 6 benefits of modulation: binds the audience, expresses emotions, shows confidence, speech becomes interesting, allows speaker to stress/draw the attention of a listener, and brings clarity in Communication

COMPONENTS OF VOICE MODULATION

1. **Pace or Speed:** Rapid or slow speech should be used sparingly and cautiously, but there will be timing that varies in between the very fast and very slow.

2. **Pitch or Depth of Voice**: The pitch is how high or low you speak. When delivering a speech, you can create a variety in your voice as well as make certain words stand out.

3. **Pause:** Observe pauses at required intervals like when there is punctuation.

4. **Power:** Make your voice commanding by generating intensity in your voice.

5. **Volume:** Project your voice so that your audience who are seated in the last rows in the room will hear you audibly.

6. **Emphasis**: Place some stress or focus on the key words or syllables to provide contrast to your words and to bring out their desired meaning.

7. **Inflection:** Link meaning and feeling with your words.

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LEARNING ACTIVITY SHEET

STAGE PRESENCE

Background and Information for Learners

What is Stage Presence?

According to James E. Dyer**, stage presence** refers to the ability of the speaker to acquire and keep the audience's attention through his or her presentation style**. Key to a good stage presence is an expressed confidence**. Confidence is there for everybody to see and because of this the performance appears to be very easy. Basically, a good stage presence draws the audience into the speech or performance. It establishes connection with the speaker or performer and the audience and envelops them in the speech or performance.

When in front of the audience, stage presence is not the only factor that will make one succeed in his public speaking engagement or performance**. The speaker's poise, posture gestures and movements can significantly add or to take away from the presentation**. The goal is to control these aspects of delivery so they reinforce the message rather than distract the audience.

When speaking in front of an audience, these tips will help you communicate more effectively on stage: (Adapted from ismckenzie.com)

1. Consciously lift your eyebrows to brighten your face.
2. Smile a lot.
3. Channel your nervousness into your diaphragm. Relax your neck, and your shoulders, and breathe slowly and deeply using your diaphragm. Put any tension you have there. When you breathe in, your stomach should push out. As you breathe out, your stomach should shrink. (Your shoulders should not move when you breathe)
4. Hands should be at your sides and still, unless you are using them to express your piece, or are holding a microphone.
5. Hold the microphone at an angle it so you are speaking directly into the top of it. The microphone should be 2 to 5 inches away from your mouth—no farther.
6. Raise your voice pitch slightly from your normal speaking voice. It will make you sound more energized and less tired. Project your voice to the back of the room, using your diaphragm, not your vocal cords, to increase the volume. Enunciate your consonants.
7. Stand with legs shoulder width apart. Stand straight. Don't lean or slouch.

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LEARNING ACTIVITY SHEET

FACIAL EXPRESSIONS, GESTURES AND MOVEMENTS

Background Information for the Learner

Dorothy: Hello Thea! What are you doing in front of the mirror? It took you almost a day looking at your face!

Thea: (Facing the mirror, making different faces) It is good you are here, sissy! Tomorrow, I will deliver a speech in front of the class. What should I do?

Dorothy: Oh, I see! I can help you with that. I could still remember my teacher's lecture about *facial expressions, gestures and movements* when delivering a speech.

Thea: Really! Please help me.

Dorothy: Let us begin with ***facial expressions***. Before you go to the stage, think of something that makes you happy, and hold on to that thought before you begin your speech presentation. It will make your smile more organic and believable. Genuine smile travels all the way up to your eyes.

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LEARNING ACTIVITY SHEET

PRINCIPLES OF EFFECTIVE SPEECH DELIVERY FOCUSING ON RAPPORT WITH THE AUDIENCE

Background Information for Learners

Effective speech delivery will never be achieved even if you have a good articulation, proper voice modulation, impressive stage presence and correct facial expressions, gestures and movements. The effectiveness of your speech will could also be seen on your rapport with your audience.

Rapport is the trust and connection that a speaker creates with his/her audience. If you want your audience to agree with you or to change their view about something, it is important to build trust, connection and rapport. Building connection with your audience is like putting color into your sketch/drawing, the more colorful the drawing is, the more audience will be attracted to look at it.

Moreover, when you establish rapport with your audience, you are making them your partner in a conversation, your allies in your presentation. Whatever happens or feelings you have as you speak, your audience will always be attentive and will make you feel that you will be successful in your speech delivery. Thus, it is a must to know your audience as you talk to help you with your smooth speech delivery.

Analyzing your audience helps you to adapt your message to make your audience respond as you would want them to do. Just like in a daily conversation, the way you talk should be appropriate to the kind of listener you have so as to get their attention of listening to you.

Here are eight ways to build rapport with any audience:

1. **Talk to people before your presentation begins.** Introduce yourself as people gather. Shake hands. Ask them about themselves, what they do, and why they are there. Smile.
2. **Have your audience's best interests at heart.** Use your presentation as an opportunity to serve your audience, not to impress or "sell" them.
3. **Establish eye contact.** Look people in the eye one person at a time. Hold their gaze for 5 to 7 seconds, and then look someone else in the eye. (A word of caution: some cultures consider direct eye contact intrusive and rude, so be careful.)
4. **Speak simply and with conviction.** Don't give a speech; have a conversation with your audience. Use words and expressions you normally do. Say "I," "we," and "you," when appropriate. Speak a little louder than usual. (Doing so injects more energy into your voice.) And use your customary gestures; just make them bigger.